



## Eminence Elementary Outcome Artifact 2017-18 Assessment Audit

An assessment audit and report were completed by our external provide, Equitable Education Solutions. The report was designed to provide an overview of current assessment practices within Eminence Elementary. After examining 230+ assessments (3600+ items), EES provided the school with recommendations for how to increase the impact of assessment on student achievement.

In order to shift teaching practice and advance student learning beyond current proficiency levels in all content areas, it is essential to celebrate what is working and prioritize the findings that require your action.

When schools begin with the end in mind, assessment being the starting point, they have a roadmap for developing their teaching and learning by keeping students first. Report findings indicate many celebrations for Eminence Elementary. Although student learning is being assessed, there are also identified gaps in *how* students are being assessed. Further analysis implicates that work done with priority standards is building a foundation for moving forward with proficiency scales and common formative assessments.

In order to engage the intellectual potential for Eminence's youth, data trends must be considered regarding current practice. The assessment audit data was focused across all content areas with item analysis of 3600+ items from building assessments across grades K-5.

The following data was used to dive into the analysis trends examining:

- Subject and item-level analysis
- Metacognition practices
- Rigor
  - Webb's DOK
  - Bloom's Taxonomy
  - Conceptual, Procedural and Application methods (Math)

The audit found three strategic solutions to shift teacher practice, while increasing student achievement.

1

**Webb's Depth of Knowledge & Bloom's Taxonomy.** Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.

2

**Rigorous instructional practices.** Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at ECS. Understanding concepts such as Math instruction provided procedurally, conceptually and at the application levels is essentially to moving forward. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.

3

**Metacognition practices.** Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

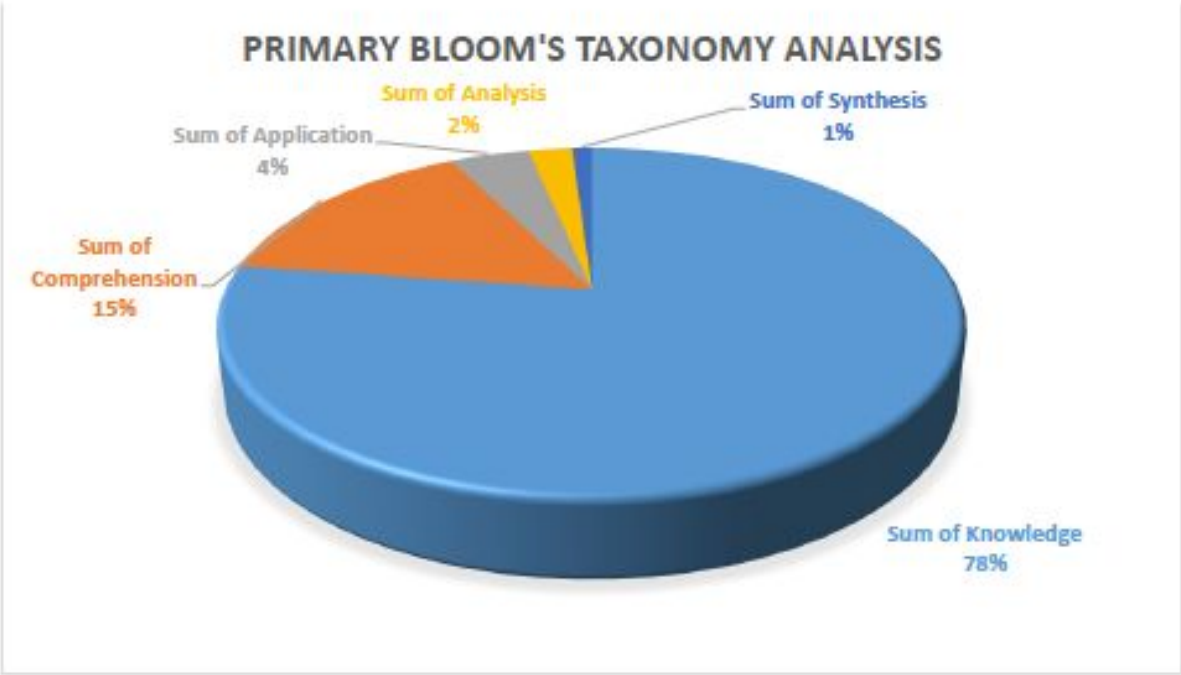
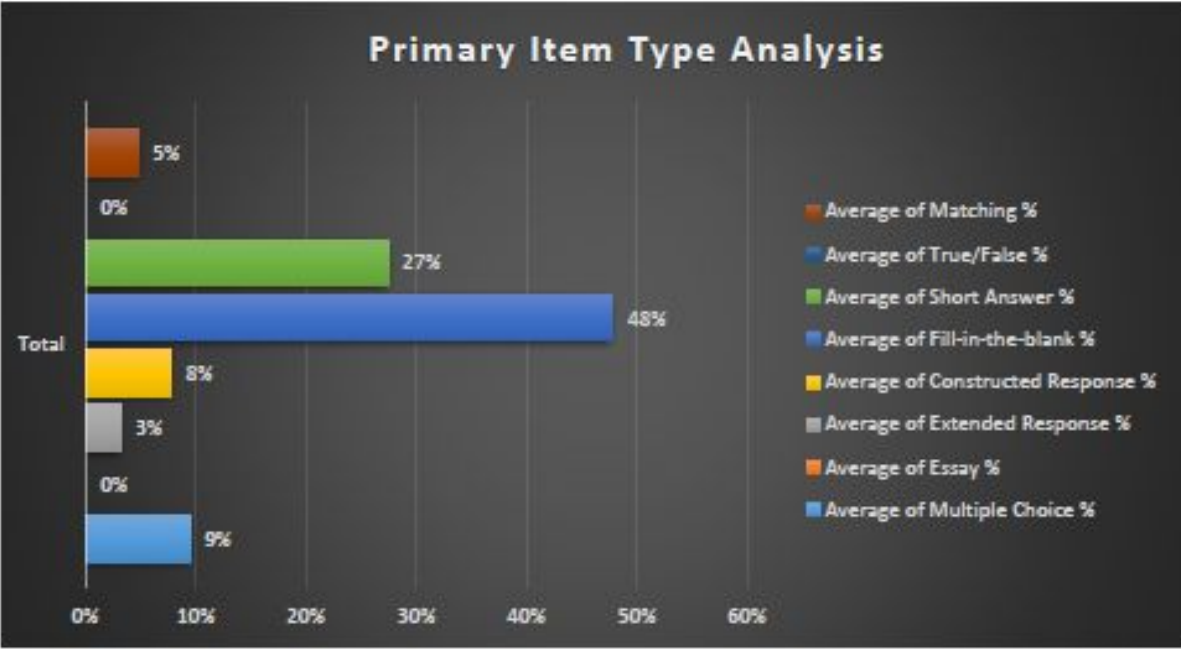
The following guiding questions were also developed to dive deeper into our assessment audit report.

What stood out to you about your school's use of formative and summative assessments to create deeper rigor levels?

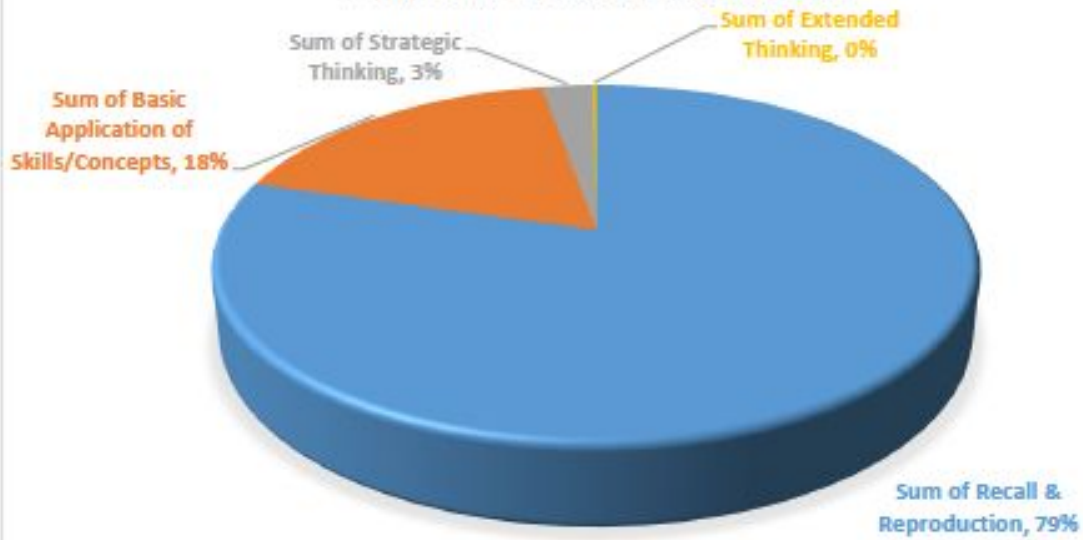
When you think about your school's current assessments, do most teachers know:

- (1) How many standards assessed?
- (2) How many items per standard?
- (3) The various item types utilized?
- (4) What mastery model levels were expected?
- (5) If students were required to utilize metacognition?
- (6) If an overall grade on the assessment is given OR teachers track student mastery of standards?

The following charts were developed for both primary and intermediate grades.



### PRIMARY DOK ITEM ANALYSIS



### Primary Math Item Analysis

